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ABSTRACT

Part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs, the third of nine instructor guides examines four different strategies for assessing the student's levels of vocational-educational performance at the time of entry into the vocational education program. It is explained that the performance information serves as the foundation for customizing the learner's instructional program. Also included are suggestions on: (1) the personnel to be involved in collecting learner performance information, (2) the kinds of information to be collected, (3) the timeline for collecting learner performance data, and (4) compilation of this information for reporting purposes. Example documents include a summary report on student's cumulative record, a career competence interview guide, a student performance evaluation form, a behavior observation record, and directions for completing the learner profile. (SBH)

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INSTRUCTOR'S GUIDE

STRATEGIES FOR ASSESSING THE STUDENT'S PRESENT LEVEL(S) OF PERFORMANCE

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INTRODUCTION

While there may be instances when the vocational instructor will identify and refer the student in need of special help (Guide 2), in many cases the student with special needs will have been referred and classified as having a handicap or a disadvantage long before enrollment in a vocational course. In both situations, however, a comprehensive assessment of the learner's current levels of vocational-educational performance is needed, in order to: 1) verify the extent to which the student's suspected or known handicap/disadvantage interferes with successful participation in the vocational education course and 2) develop an individualized vocational plan (Guide 4) for this student. Since the student is enrolled or will be enrolled in a vocational course, the course instructor should be involved in this assessment-planning process.

The purpose of this guide is to suggest and examine several different strategies for assessing the student's present levels of vocational-educational performance.

GUIDELINES AND CONSIDERATIONS

Before a comprehensive assessment of student performance is conducted, the following decisions will need to be made:

- Who is responsible for collecting information on the student with special needs enrolled in vocational education?
- What kinds of information will be required to get a comprehensive and up-to-date reading on student performance?
- When is the information to be collected?
- How is this information going to be collected?
- How will this information be reported when the learner's individualized plan is developed?

Let's examine each question in greater detail.

I. Who is responsible for collecting information on the student with special needs enrolled in vocational education?

Since the purpose of collecting data on current performance level(s) is to determine the instructional and special assistance needs of the special student, the student's instructor(s) should play a key role in this process. If, for example, a student with a particular handicap is being considered for, or enrolled in a regular vocational course, the special and vocational education instructors should be working together to determine student needs. Or, if a student with a known disadvantage is enrolled in a regular or modified vocational course, the vocational instructor and the appropriate resource person or persons (e.g., remedial reading instructor, counselor, placement specialist) should be in close communication regarding learner needs and progress. The instructor(s) and the resource person(s), along with the help of an administrator and a guidance person, could begin this process by determining the adequacy of existing student performance information. If additional assessments are deemed necessary, this team can decide how and when these assessments are to take place and by whom.

One of the most common practices for determining the persons responsible for collecting student performance information is by means of a staffing conference. Once the student has been referred and reviewed by the appropriate person (e.g., vocational counselor), this person may call a meeting, a staffing conference, with the student's instructors, the specialist(s) concerned with the referred problem and, when appropriate, the parents and student. The goals of this staffing are: 1) to discuss the student's referred problem, 2) review existing student performance information, 3) determine whether further assessments are needed, and if so, 4) identify the strategies for collecting this information.

II. What kinds of information will be required to get a comprehensive and current picture of the student's performance?

Since the basic purpose of the assessment information is to make judgments about the student's needs in a vocational education program, information on the learner's performance in the areas of personal, social, academic and vocational skill development should be considered. Performance information can be classified according to the recency of the information: information that describes how the student is presently functioning (current information) and information that describes how the student performed in the past (background information). A review of a student's cumulative could be an example of collecting background information, while collecting data on the student as he/she is performing in a laboratory situation is an example of obtaining current information.

The advantages of collecting current information include: (Salvia & Ysseldyke, 1978)

- Describes present behavior and characteristics in pertinent settings (i.e., historical information may offer little or no information on vocational performance).

- The person doing the assessment can select the information to be collected.
- The information can be verified.

However, current information by itself cannot provide a comprehensive picture of the student's present performance, because it does not yield information about prior events affecting this functioning. For instance, a student may be unable to read the instructions during a performance test. This may be due to a present condition (e.g., stress, poorly written instructions, lack of interest), or a reading problem may be suspected. If a reading difficulty is suspected, then a check of the student's cumulative file or a discussion with the student's previous instructor may substantiate this suspicion and also indicate what has been done to correct this deficiency.

While background information may be helpful in planning the learner's program, the reviewer of this information should be aware of the following limitations: (Salvia & Ysseldyke, 1978, p. 8)

- The reviewer cannot control what information was collected in the past; crucial bits of information may not be reported.
- Past information is difficult and sometimes impossible to verify.
- The conditions under which the information was collected are often difficult to evaluate.
- Remembered observations may not be as reliable as current observations.

III. When is the information to be collected?

It was suggested earlier that present level assessments could occur at two points: prior to the student's actual participation in the vocational course and/or during the first two to three weeks of student participation. With the federal mandate that an individualized education program (IEP) is to be developed on an annual basis for each school aged handicapped person (ages 3-21), many local educational agencies will likely conduct present level of performance assessments at both time periods. To illustrate, X school district has decided that the major development of each handicapped learner's IEP will occur at two periods during the year: Spring and Fall. During May the persons responsible for developing a student's IEP will meet to review the learner's progress, recommend program placement, develop learner goals and special services to be delivered during the upcoming year. When school begins in September, the learner's instructor(s) will have the primary responsibility for translating these goals into specific objectives and for specifying the type and duration of special services needed. If the student is to move into, or remain in a vocational course, the vocational instructor and the other members responsible for developing the student's IEP will be working closely to determine the assessment strategies most appropriate for the student at each major point in the development of the IEP.

IV. How is this information going to be collected?

Four strategies for obtaining information on the student's present competence level are suggested here:

A) By reviewing the student's cumulative record.

B) Through interviews with key personnel, such as previous teachers, parents, counselor and the student being considered.

C) By entry level performance sampling based on the general knowledge and skills of the respective vocational program.

D) By direct observation of student performance.

While each alternative will be treated separately in this section, in practice a combination of strategies should be used in order to gain greater insight into learner needs.

A. Review of the Student's Cumulative Record

Of the four methods suggested in this section, the file review is probably the most efficient means for obtaining information on the student's performance. Student records are usually easy to access since the information is commonly located in a central place and can usually be reviewed in one sitting. While the information contained in the student's file will vary among educational districts, two categories of information are typically collected:

Category 1

Category 1 data includes basic identifying data the school needs to operate the educational program, such as:

- Student's and parent's names and address
- Student's age
- Student's educational progress (grades completed, attendance and achievement evaluations)

Category 2

Test results and other verified information useful to the school for planning the student's educational program are classified in Category 2. Items such as the following are within this category:

- Hearing and vision screening reports
- Medical history
- Results from standardized academic achievement, psychological, aptitude and interest tests
- Systematic observations and counselor ratings
- Competence charts provided by previous teacher(s)
- Family background information (e.g., marital status, number of children in family, occupation(s))

In terms of obtaining information for educational planning, data on the student's health may reveal a particular medical disability and, therefore, should be reviewed carefully. One must, however, be cautious in her/his interpretation of standardized testing results. Some of the erroneous conclusions often drawn from such test scores include: (Smith & Neisworth, 1975, pp. 126-127)

- The misconception that achievement tests measure all, or even the most prominent skills in a subject area.
- The common belief that scores on standardized tests are infallible and provide reliable samples of a student's performance.
- The tendency to misinterpret differences in profiled scores as representing significant weaknesses or strengths in performance, when in fact they may represent normal errors in the achievement measures or variations in performance.
- The false assumption that if one has administered a battery of achievement tests one has a total picture of the prominent educational characteristics of a student.

If recent standardized achievement test results are chosen as one means for determining the student's competence level, and one or more subject areas (e.g., math, reading) appear to warrant special attention, a more detailed analysis of performance in those areas should be undertaken.

For an in-depth discussion on the advantages and disadvantages of standardized, commercial vocational testing measures, such as aptitude tests (e.g., Bennett Hand Tool Dexterity Test, Nonreading Aptitude Test Battery), interest tests (e.g., Geist Picture Interest Vocabulary, Reading-Free Vocational Interest Inventory) and work evaluation systems (e.g., TOWER, JEVS Work Samples, Singer Evaluation System) see Vocational Preparation of Retarded Citizens by Donn E. Brolin, 1976.

In summary, a review of the student's record may be especially helpful in detecting existing medical problems and in providing background information on a recently observed problem area. Standardized test data, however may be too general to help in identifying the specific and current educational needs of the learner. When reviewing the student's file answers to the following questions should be sought:

A) What specific abilities, interests and strengths of the student are noted?

B) What appears to be the most significant problem(s) likely to affect the student's performance in a vocational setting?

C) What has been done in the past to correct these problems and what have been the results?

D) What specific needs of the learner can be dealt with by the vocational instructor and which may require special assistance?

Example Document #1 can be used for recording the key information obtained from the record review. *It is strongly recommended that local school district policy on the confidentiality of student records be determined before completing this form.*

B. Interviewing Key Personnel

A second option for gaining further insight into the student's educational performance is to interview persons most familiar with the student's interests and competence. This may include the student, the parents, the counselor and the student's most recent instructor(s). Although interviewing key persons may require more time than a review of the student's record, the potential for obtaining up-to-date, useful and specific planning information is much greater.

If the combination of records review and interviewing is used, the interview offers an opportunity to clarify and verify the data found in the student's file. For example, data in the file may indicate that the student is participating or was a participant in a pre-vocational course. However, the only item reported in the file is the student's grade. By following this lead in an instructor, student and/or parent interview, information concerning the specific skills taught and the degree to which the student mastered these skills could be located.

One technique for structuring an interview is through the use of an interview guide. Example Document #2 provides a completed interview guide for a student with a severe hearing impairment who finished the first year drafting course and was selected for an architectural-technical drafting course. This guide was used by the arch-tech drafting instructor to interview the student's previous drafting instructor and the deaf education instructor. Example Document #3 offers instructions for developing and using the interview guide along with a blank copy of the guide.

The interview guide in Example Document #3 sets the stage for a highly structured interview and is related directly to specific areas within a vocational course. If a less structured and more general approach is preferred, the following questions could serve this purpose: (Brolin, 1976)

- What has been the nature of the student's educational programming? In special and/or regular class orientation of the program, what have school personnel indicated about the student's performance?
- What has been the learner's adjustment to school in terms of personal interests, behavior and interpersonal relationships?
- What subjects does the student like and/or do well in; which ones does he/she do poorly in and/or dislike?
- What instructional techniques appear to be effective with this student? What kind of reinforcement does she/he respond to?

- Is the student in need of remedial academics? If so, what kind and under what conditions? Should this remedial work be separate from, or in concert with, vocational programming?

C. Entry Level Performance Sampling

Entry level performance sampling is an informal testing strategy used for assessing the student's general knowledge and skill in a given vocational course. While similar to the more commonly known forms of vocational performance testing such as work sample evaluation, work simulation and tool/material/equipment identification tests, entry level performance sampling is basically a general pre-test for vocational instruction. As such, it is to be used following student admission into the vocational program, but prior to actual vocational classroom/laboratory instruction. Its purpose is two-fold: 1) to obtain a direct reading of the student's performance in relation to a particular course area, and 2) to provide an indication of specific areas where special assistance may be needed.

An example of an entry level performance sample used in a building trades program is presented in Example Document #5a-c. In developing and administering this sample the building trades instructor completed the following steps:

- *Identified common knowledge and skills within the vocational course.*

  After reviewing the course objectives, the instructor concluded that there were some tools, materials and equipment used throughout the course (e.g., crosscut saw, hammer, level, wood, nails). In designing the sample, the instructor decided that an assessment of the actual use of tools and materials (direct performance assessment) would provide a truer picture of the student's competence than would a written or verbal test over the use of these items (indirect performance assessment). Through direct observation of the student constructing a sample, the instructor was able to judge the extent to which the student 1) followed directions, 2) used tools and materials, 3) stayed with the task, and 4) constructed the product.

- *Provided instructions to the test administrator or observer.*

  A written instruction sheet was developed which included: 1) who should administer the sample, 2) material, equipment and tools needed, and 3) items needed and factors to be considered in administering the sample (Example Document #5a).

- *Provided instructions to the student.*

  Written instructions to the student provided her/him with the rationale for completing the sample, the objective of the sample, the material/equipment and tools needed, and a detailed

listing of procedures to follow to complete the task, along with drawings of each major step (Example Document #5b).

- *Developed a Student Performance Rating Form.*

  A rating form for assessing the student's performance was also provided (Example Document #5c). Suggestions for using this instrument were stated in the instructions to the administrator (Example Document #5a).

- *Pilot tested and revised the sample.*

  This sample was administered to one student and revised several times following this try-out. The instructor plans to continue using this sample and, therefore, it is likely to undergo further revision.

A second example of an entry level performance sample for a beginning typing course is provided in Example Document #6. This pretest was developed and is being pilot tested by a reading specialist and a typing instructor. The intent of the sample is to determine the strengths and weaknesses of students in basic language skills which apparently affect performance in beginning typing.

While the entry level performance sample may have several attractive features, such as: 1) offering an alternative to traditional forms of pencil and paper testing, 2) having high face validity to both student and instructor, and 3) providing an opportunity for direct and immediate feedback to the student, the following disadvantages need to be noted:

- o Requires a great deal of time to develop and administer.
- o Only a limited sample of performance is measured.

D. Direct Observation of Student Performance

Observation of the student in the normal classroom and laboratory setting can provide highly accurate, detailed and verified information not only about the student being assessed, but also about the setting in which the observations are being made.

Salvia and Ysseldyke (1978) suggest that there are two types of observations: systematic and nonsystematic. In nonsystematic observations the observer simply watches the learner in a given setting and takes notes of the behaviors, characteristics, and personal interactions that appear significant. Nonsystematic observations tend to be written subjective accounts of random, but potentially important, situations. In systematic observations the behavior(s) to be observed is (are) determined prior to the actual event. When in the setting, the observer typically counts or measures the frequency, duration or magnitude of the prespecified behavior(s). A shortcoming of systematic observation,

however, is that by focusing in on prespecified behavior, the observer may miss or ignore other important behaviors taking place at the same time. Example Document #7 provides a systematic observation form for recording student and peer behavior in the class/lab over one minute time intervals.

Both types of observation, but especially systematic observation, require an observer trained in this area. If the vocational instructor does not have this training and would like to use direct observation measures, she or he is advised to check with the special education department and/or the guidance office for additional assistance.

While collecting systematic and nonsystematic observational data may be time-consuming and the presence of an outside observer in the room may disrupt the normal setting initially, the results of observing, defining and recording behavior could be worth the extra effort, as suggested in the following quote:

> Most of us have speech disfluencies, but our hesitations do not mark us as stutterers; most of us withdraw into daydreams, but we are not considered schizophrenics and put into institutions; and most of us make errors but we are not considered retarded. GENERALLY, IT IS NOT WHAT WE DO THAT IS A PROBLEM FOR OURSELVES OR OTHERS, IT IS HOW OFTEN OR HOW MUCH OF THE TIME WE DO IT. (Reese, Ellen P. and Johnson, Kent R. Observing, Defining and Recording Behavior: A First Step Toward Accountability. Part 1: Preworkshop Training Program, December, 1976, p. 2.)

V. How will this information be reported when the learner's individualized plan is developed?

The persons responsible for collecting information on the identified learner must, first of all, keep the purpose of their efforts in mind: to obtain current and specific information which is to serve as the foundation for making decisions concerning the instruction and special services to be provided for the student. Therefore, the information reported should indicate both learner strengths and learner weaknesses.

Persons collecting student information (henceforth called the assessment-planning team) will want to examine the sample format for developing the student's individualized vocational plan in Guide 4 as an example for reporting the student's present level of performance. In this example, a comprehensive statement of present level performance is to be provided. This statement must provide enough information so that goals, objectives and special services can be determined.

The assessment-planning team has at least two ways to develop the present level of performance statement: (Higgins, 1977)

1. Each member of the assessment team can prepare a summary of findings along with recommendations for action. An

illustration of a reporting format for this purpose is located in Example Document #8.

2. A common worksheet can be developed that includes the required areas of performance related to the student's program. Each member could collect her or his assessment information independently and then meet as a team to summarize the major findings. One means of summarizing and graphically displaying this information is by using a profile of learner performance or a developmental checklist. A completed sample learner analysis profile is shown in Example Document #9. Instructions for completing this form can be found in Example Document #10.

Once this information has been collected, reviewed and summarized for reporting purposes, the next step is to develop the learner's individualized vocational plan (Guide 4).

FOR FURTHER INFORMATION

For additional information on strategies for assessing the student's present level of performance see:

Benjamin, Alfred. The Helping Interview. 2nd edition. Boston, Mass.: Houghton Mifflin Company, 1974.

Boyd, Joseph L. Jr. and Shimberg, Benjamin. Handbook of Performance Testing: A Practical Guide for Test Makers. Princeton, N.J.: Educational Testing Service, January, 1971.

Brolin, Donn E. Vocational Preparation of Retarded Citizens. Columbus, Ohio: Charles E. Merrill Publishing Co., 1976.

Deno, Stanley L. and Mirkin, Phyllis K. Data-Based Program Modification: A Manual. Reston, Va.: Council for Exceptional Children, 1977.

Erickson, Richard C. and Wentling, Tim L. Measuring Student Growth: Techniques and Procedures in Occupational Education. Boston, Mass.: Allyn and Bacon, Inc., 1976.

Foster, June C. et al. Guidance, Counseling and Support Services for High School Students with Physical Disabilities. Cambridge, Mass.: Technical Education Research Centers, Inc., 1977.

Gorden, Raymond L. Interviewing: Strategies, Techniques and Tactics. Homewood, Illinois: Dorsey Press, 1975.

Gronlund, Norman E. Constructing Achievement Tests. 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

Higgins, Joseph P. Present Level(s) of Performance and Assessment: Some Basic Considerations. Chapter 2 in Torres, Scottie (ed.), A Primer on Individualized Education Programs for Handicapped Children. Reston, Va.: Foundation for Exceptional Children, 1977, pp. 9-13.

Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner. Boston, Mass.: Allyn and Bacon, Inc., 1977.

Salvia, John and Ysseldyke, James E. Assessment in Special and Remedial Education. Boston, Mass.: Houghton Mifflin Company, 1978.

Smith, Robert M. and Neisworth, John T. The Exceptional Child: A Functional Approach. New York, N.Y.: McGraw-Hill Book Company, 1975.

White, Owen R. and Liberty, Kathleen A. Assessment and Precise Educational Measurement. Chapter 2 in Haring, Norris G. and Schiefelbusch, Richard L., Teaching Special Children. New York, N.Y.: McGraw-Hill Book Company, 1976.

EXAMPLE DOCUMENT #1

Summary Report on Student's Cumulative Record

Student _____ Vocational Program _____

Date of Review _____

I. Category A Information

Student Address:

Parent Names and Address:

Educational Progress Data:

II. Category B Information

Medical Data:

Results:

Impressions:

Achievement/Aptitude/Interest Test Data:

Results:

Impressions:

Other:

EXAMPLE DOCUMENT #2

CAREER COMPETENCE INTERVIEW GUIDE

Student's Name Chris Baird

Vocational Program Arch.-Technical Drafting

Date May 23, 1977

Instructor Anthony Barber

Person(s) Interviewed (Name and Title)

Bruce Mackeen - Drafting Instructor

Ann Brown - Deaf Ed Instructor

Areas of Competence

Levels of Competence	Equipment Usage A) Machine B) Instruments	Lettering A) Mechanical B) Free-hand	Geometric Construction	Sketching and Shape Construction	Metric Measurement A) Accurate use of scale B) Conversion	Sketching and Shading
has had instruction related to	Yes - 1st year drafting course	Yes	Yes	Yes	Yes	Yes
has had work experience related to		No, but possible for immediate placement experience				
has demonstrated knowledge of concepts	Yes	Yes, an area of interest	Yes	Yes	Yes	Yes
has performed within competence area	Yes		Yes	Yes	accuracy ok but needs to increase speed in making conversions	Yes

Areas of Competence

Levels of Competence

	Multiview Projection A) Normal Surfaces B) Inclined Surfaces C) Curved Surfaces	Reproduction of Drawings A) Blueprints B) Plazo Process	Sectional Views A) Full Section B) Half Section	Auxiliary Views A) Height B) Depth C) Width	Dimensioning
has had instruction related to	yes	yes	yes		yes
has had work experience related to					
has demonstrated knowledge of concepts	yes		yes		
has performed within competence area	yes, but needs more practice in developing visualization		yes		needs more practice on location of dimensions

Areas of Competence

Levels of Competence	Threads and Fasteners	Working Drawings	Pictorial Representation A) Oblique B) Isometric c) One Point perspective D) Two Point Perspective	Architecture Basic plans	Career Opportunities in Field A) Draftsmen B) Architects c) Engineers D) Design E) Contractors
has had instruction related to	Yes		A & B only		Yes, but only through discussions and class reading
has had work experience related to					Should have direct exposure & involvement in at least 3 of the above careers during the coming year
has demonstrated knowledge of concepts	Yes		A & B		
has performed within competence area	Yes	needs to improve on dimensioning techniques	A & B	(Chris enjoyed this section. Has good design ability. needs help on layout.	

Additional Information

Student's Previous Work Experience

Job Title(s)	Location(s)	Employer(s)	Date(s)
None, but Chris did complete the 1st year drafting course.			

General Comments on Student's Level of Competence

① Is neat and has good timework, has a good working relationship with fellow students, follows directions well.

② Drafting instructor has indicated Chris needs to increase speed in completing work needs to build confidence in performing basic skills and in the visualization process to keep from wasting time on repeating activity over & over on the same problem.

③ Drafting & Dev Ed. instructors noted that written instruction seems to prevent any breakdown that usually occurs with verbal communication.

④ Even though Chris works well with others, a few students have had a difficult time understanding Chris's language. Since two of these students are now enrolled in arch-tech drafting we may need to help them in understanding Chris's language.

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EXAMPLE DOCUMENT #3

Instructions for Developing and Using the Career Competence Interview Guide

This interview guide is to be used by the vocational instructor when interviewing persons most familiar with the student's school and work performance (e.g., parents, former instructor, student). Its purpose is to obtain an initial reading of the student's strengths and weaknesses in relation to particular areas within the vocational course curriculum. This instrument should be most helpful for planning the learner's program when used prior to the student's actual participation in the course. It could be used shortly after the course begins, but, at this time, direct assessment strategies (e.g., entry level performance sampling, systematic observation) can be used and will likely provide as much or more specific planning information.

The following steps are suggested for developing and using the Career Competence Interview Guide:

Identifying Competence Areas

1. When the student is known to have had prior training and/or work experience in the course content area, detailed information on the student's level of competence may be sought. If this is the case, then the instructor could identify and list the major course content areas, or unit topics, on the guide, as was done in Example Document #2.

2. If, however, the student is known to have had little or no prior training and/or experience in the course content area, or, if the course is, for example, a general work experience program, then a listing of basic job entry competencies (e.g., job application, interview, following directions, employer-employee relations) may be more applicable.

3. Or, depending on the course content and the student's prior experience and/or training, the instructor may select a mixture of basic entry and specific occupational competence areas (combination of 1 and 2 above).

Constructing the Survey

1. Once the competence areas are identified, the next step is to list them on the competence guide. Place each competence area in the space located at the top of the guide, underneath the title "Areas of Competence."

2. In the example interview guide, the person being interviewed may provide information on student competence at one or more levels. Four levels are listed on the left hand column of the guide and are defined as follows:

A. The student has had instruction related to the particular competence area. This level indicates the person may know the student has had formal instruction in this area, but he or she may or may not be aware of related work experience and the degree of student knowledge and performance in this area.

B. The student has had work experience related to the particular area. The person reporting may know the student has had related work experience and may or may not be able to tell you the student's level of knowledge and performance in each competence area.

C. The student has demonstrated knowledge of concepts related to a given competence area. In this case, the person being interviewed can provide information on the degree to which the student has demonstrated an understanding of the technical or cognitive knowledge associated with the competence area. For instance, the person reporting may indicate the student is able to pronounce and spell the major terms on an application form (cognitive knowledge). However, the student's performance in filling out an application form may or may not be known.

D. The student has performed within the competence area simply means the person reporting is able to indicate the student's performance level in a particular competence area.

3. Once the competence areas are identified and listed, several copies of the instrument should be reproduced. It is recommended that the instructor use one copy per interview and one copy be given to each person interviewed for personal reference.

Using the Interview Guide

1. During the interview, each competence area is to be discussed. The instructor will want to record comments in the appropriate blocks, making more detailed notes of particular areas of student strength and weakness.

2. Example Document #4 offers additional suggestions for organizing and conducting the interview and for compiling the results of the interviews.

CAREER COMPETENCE INTERVIEW GUIDE

Student's Name _____ *Vocational Program* _____

Date _____ *Instructor* _____

Person(s) Interviewed (Name and Title)

_____

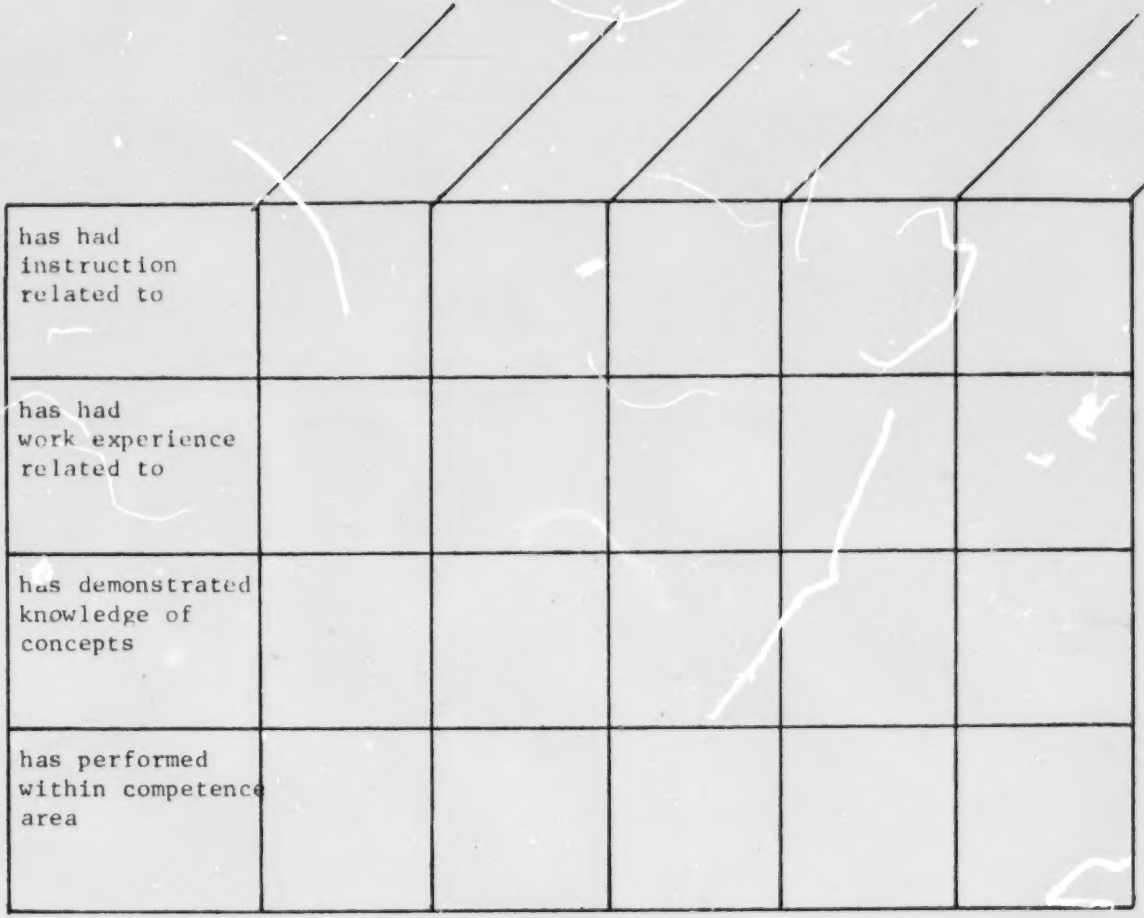
_____

Areas of Competence

Levels of Competence

has had instruction related to						
has had work experience related to						
has demonstrated knowledge of concepts						
has performed within competence area						

Areas of Competence


Levels of Competence
has had instruction related to
has had work experience related to
has demonstrated knowledge of concepts
has performed within competence area

Areas of Competence

Levels of Competence

has had instruction related to					
has had work experience related to					
has demonstrated knowledge of concepts					
has performed within competence area					

Additional Information

Student's Previous Work Experience

Job Title(s)	Location(s)	Employer(s)	Date(s)

General Comments on Student's Level of Competence

EXAMPLE DOCUMENT #4

Suggested Procedure for Interviewing Key Personnel

Prior to the Interviews

- Determine key persons to be interviewed.
- Determine content and format for an interview guide.
- Construct interview guide, or list general questions to be addressed during the interview.
- Contact key personnel to explain purpose of the interview and to arrange a convenient meeting time and place.

During Each Interview

- Restate the purpose of the meeting.
- Provide a copy of guide or key questions to the person(s) being interviewed. Explain how the interview will proceed.
- If unsure about a person's response, ask for clarification or for additional information.
- Be observant of non-verbal as well as verbal responses.
- Close meeting by sharing how this information will be used.

After the Interviews

- Compare responses of persons interviewed.
- Look for common areas of concern, but also be sensitive to individual responses.
- Determine areas of student strength and weakness.

EXAMPLE DOCUMENT #5a

Instructions for Administering

the Building Trades Performance Sample*

The performance sample should be administered by the Building Trades instructor, an Industrial Education teacher or someone trained and/or experienced in the building trades area. For increasing the reliability of observations, it is recommended that more than one person observe and record student performance.

Material Needed:

1 piece of 1" x 4" at least 8' long

24 6d nails

Damp or wet sand in container - approximately 18" in diameter

Instruction sheet

Equipment and Tools Needed:

Crosscut saw

Hammer

Level

Tape measure

Framing square

Pencil

Safety glasses

Items needed by individual administering performance test:

Evaluation form

Timing device

Pencil or pen

*Adopted from sample used in the Building Trades program, Vermilion Occupational Technical Education Center, Danville, Illinois. This sample was developed by the building trades instructor and the vocational director at this vocational center.

Before starting the student on the performance sample, the administrator should review with the student(s) the material and equipment needed. Also, the administrator should inform the student that she or he may ask questions at any point during this exercise. If a student has difficulty reading the instruction sheet, the individual administering the test should explain the instructions in detail. Likewise, if a student cannot read the drawings, an actual sample should be furnished. The student is now ready to begin the performance test.

The administrator is to observe the student during the performance, while recording on the checklist provided (Example Document #5c). In addition to the items noted on the checklist, the individual administering the test may find it helpful to record the type and frequency of questions asked by the individual(s) taking the test. This could indicate some area of difficulty in the test conditions. After the completion of the performance test, the student's finished product should be checked for accuracy by the individual administering the test.

EXAMPLE DOCUMENT #5b

INSTRUCTIONS FOR STUDENT COMPLETING THE BUILDING TRADES PERFORMANCE SAMPLE*

Rationale: As a student recently enrolled in the Building Trades program, you are to read the following directions and complete each step as directed. This test will give you an opportunity to demonstrate the skills you already possess, as well as identify the areas you may need help in while enrolled in Building Trades. The skills used in completing this performance test relate to a great majority of the tasks you will be involved in while completing your Building Trades program.

THIS TEST IS BEING GIVEN TO YOU TO HELP PLAN YOUR PROGRAM TO BE OF MAXIMUM BENEFIT TO YOU - IT IS NOT USED FOR SCREENING STUDENTS FROM THE PROGRAM!

Material Needed:

1 piece of 1" x 4" at least 8' long

24 6d nails

Damp or wet sand in container at least 18" in diameter

Equipment Needed:

Crosscut saw	Framing square
Hammer	Pencil
Level	Safety glasses
Tape measure	

*Adopted from sample developed and used in the Building Trades program, Vermilion Occupational Technical Education Center, Danville, Illinois.

Objective of this Activity:

Upon completion of this activity, you will have demonstrated the following skills:

Sawing - cut squarely to within 1/8" accuracy

Measuring - to within 1/8" accuracy

Squaring - to within 1/8" over 12 inches

Nailing - securely and without missing the nail

Leveling - to at least 1/8" of the bubble (1/8" accuracy on a 24" level over 12 inches)

Steps:

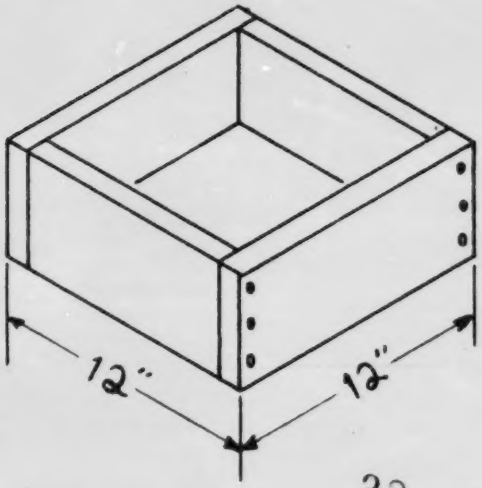
First, check to see if all needed material and equipment are available. Second, read each step carefully. Begin working on the performance sample, practicing safety during the entire activity.

Step 1. Review complete procedure sheet.

2. Cut 2 - 1" x 4" boards 12" in length.

3. Cut 2 - 1" x 4" boards to the correct length (12" less the thickness of 2 - 1 x 4).

4. Using 6d nails, assemble the 1 x 4 frame using 3 nails to each corner (drawing #1).

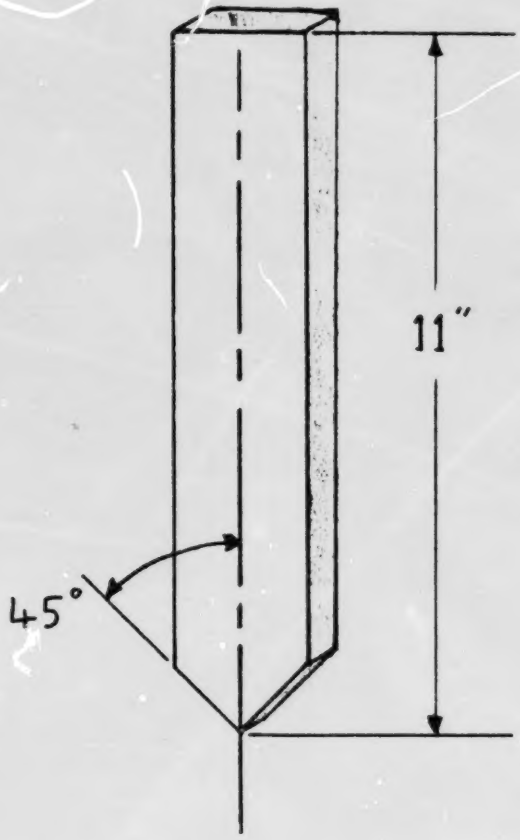


DRAWING #1

5. Check frame for squareness and measuring accuracy.

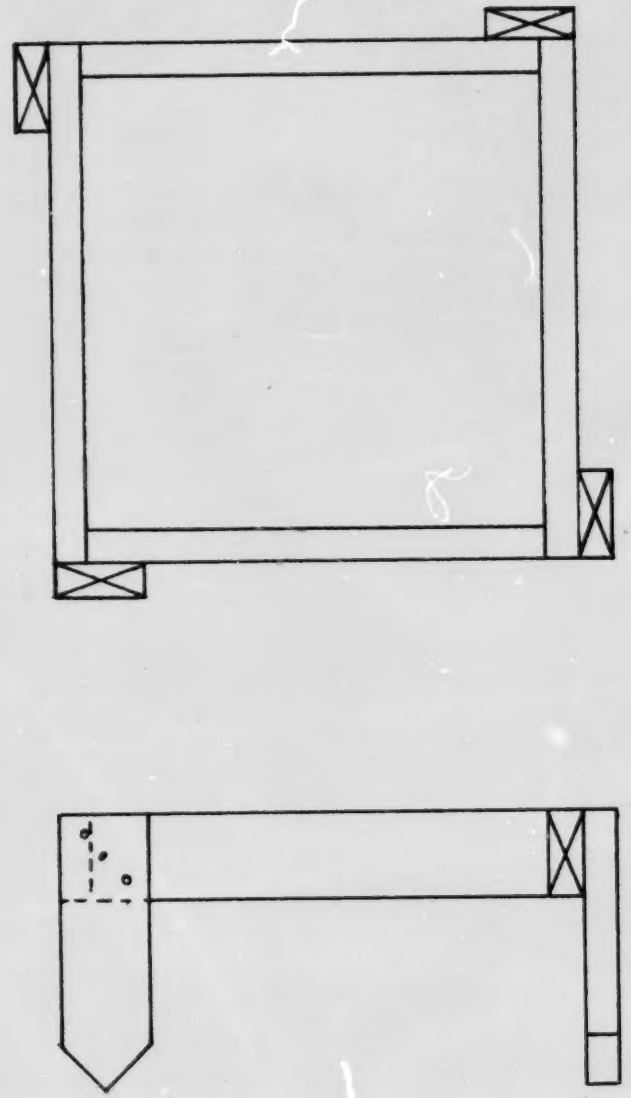
6. Cut 4 - 1" x 4" boards to correct length (11" long).

7. Cut points (45° from center line on one end of each stake (drawing #2).



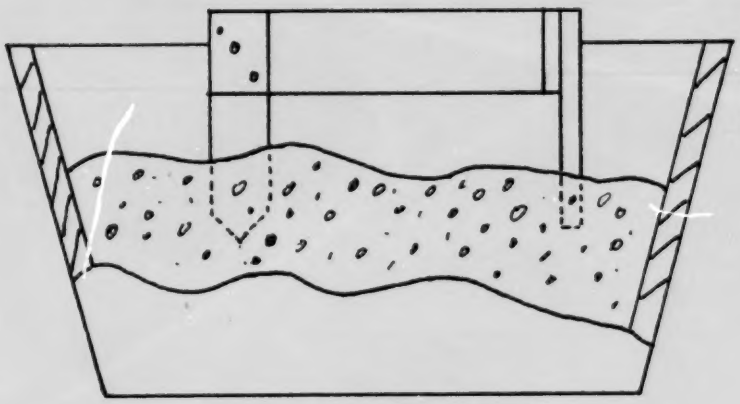
DRAWING #2

8. Nail stakes to each corner of the 1" x 4" frame using 3 6d nails in each stake (drawing #3).



DRAWING #3

9. Level the frame in the container of sand (drawing #4).



DRAWING #4

10. Clean up your work area.

11. Notify the test administrator that you have completed the activity and are ready to discuss your performance.

THANK YOU!

EXAMPLE DOCUMENT #5c

STUDENT PERFORMANCE EVALUATION FORM*

Student's Name:_____ Date:_____

Observer(s):_____

PROCESS ASSESSMENT

OBSERVED PERFORMANCES	YES	NO	COMMENTS
DID THE STUDENT:			
use the following tools properly:			
Tape Measure			
Hand Saw			
Hammer			
Square			
Level			
use the following tools with ease:			
Tape Measure			
Hand Saw			
Hammer			
Square			
Level			
DID THE STUDENT:			
stick to the task?			
appear to enjoy the task?			
need further instruction?			
at what point?			
how much time had elapsed?			
become frustrated with the task?			
at what point?			
how much time had elapsed?			

(USE THIS SPACE TO EXPLAIN ANY FRUSTRATION)

*Adopted from sample developed and used in the Building Trades program, Vermilion Occupational Technical Education Center, Danville, Illinois.

PROCESS ASSESSMENT

OBSERVED PERFORMANCES	YES	NO	COMMENTS
DID THE STUDENT:			
refer to the written instructions?			
how much?			
follow instructions well?			
oral			
written			
further explanations			
DID THE STUDENT:			
complete the task			
with sufficient ease?			
How much time elapsed from start to finish?			
Did the student appear confident during this activity?			
Did the student rush to finish and show a crude finished product?			

PRODUCT ASSESSMENT

MEASURABLE SKILLS	UNSATISFACTORY		SATISFACTORY		UNSATISFACTORY	COMMENTS
	1/4	1/8	0	1/8	1/4	
Measuring (1/8" tolerance)						
Cutting (1/8" tolerance)						
Squaring (1/4" tolerance)						
Leveling (1/8" tolerance on bubble)						

OVERALL COMMENTS AND RECOMMENDATIONS

STATEMENT OF PRESENT LEVEL PERFORMANCE

EXAMPLE DOCUMENT #6

TYPING-LANGUAGE SKILL SAMPLE

Introduction

The purpose of this sample is to determine the strengths of students in basic language skills which might affect performance in beginning typing. The test has been adapted from the Century 21 Typewriting textbook. It is also suitable for use with 20th Century Typewriting.

GRAMMAR

Directions to the student: Read each sentence. Pay close attention to the underlined part. Decide which sentence is correct, and write the letter of the correct sentence on the answer sheet.

1. a. One of the applicants are here to see you.
   b. One of the applicants is here to see you.

2. a. My mother and my father is away this week.
   b. My mother and my father are away this week.

3. a. Everyone in the class is typing well.
   b. Everyone in the class are typing well.

4. a. The jury has returned its verdict.
   b. The jury have returned its verdict.

5. a. All the food has been frozen.
   b. All the food have been frozen.

6. a. The cars don't work properly.
   b. The cars doesn't work properly.

7. a. Neither of the boys brought their lunch.
   b. Neither of the boys brought his lunch.

8. a. The winner of both events were from our school.
   b. The winner of both events was from our school.

9. a. Jane, who is a member of the class, has finished its work.
   b. Jane, who is a member of the class, has finished her work.

10. a. All of us have completed our project.
    b. All of us have completed his project.

*Permission received for use herein from Edwardsville School District, Illinois, and South-Western Publishing Company.

PUNCTUATION

Directions: Read each sentence. Decide which sentence is punctuated correctly. Write the letter of the correct sentence on the answer sheet.

11. a. If you can go we will go swimming.
    b. If you can go, we will go swimming.

12. a. We shall visit Chicago, St. Louis, and Dallas.
    b. We shall visit Chicago St. Louis and Dallas.

13. a. You know, Larry, that your paper is late.
    b. You know Larry that your paper is late.

14. a. Ellen was born on December 6, 1963.
    b. Ellen was born on December 6 1963.

15. a. She lives in Green Bay, Wisconsin.
    b. She lives in Green Bay Wisconsin.

16. a. He yelled, "Fire."
    b. He yelled, "Fire!"

17. a. When are you leaving for work.
    b. When are you leaving for work?

18. a. He named his three favorites: Dylan, Denver, and Collins.
    b. He named his three favorites Dylan, Denver, and Collins.

19. a. Mr. Jones is a door to door salesman.
    b. Mr. Jones is a door-to-door salesman.

20. a. Senator Percy Illinois went to the meeting.
    b. Senator Percy (Illinois) went to the meeting.

21. a. The book Jaws was written by Benchley.
    b. The book Jaws was written by Benchley.

22. a. She asked, When did the shipment arrive?
    b. She asked, "When did the shipment arrive?"

23. a. I read the article The Next Twenty Years.
    b. I read the article "The Next Twenty Years."

24. a. To criticize is easy, to help is not so easy.
    b. To criticize is easy; to help is not so easy.

25. a. Pay Mr. Smith's bill.
    b. Pay Mr. Smiths bill.

CAPITALIZATION

Directions: Read each sentence. Pay close attention to the underlined letters. Decide which sentence is capitalized correctly. Write the letter of the correct sentence on the answer sheet.

26. a. She said, "hard work is needed for success."
    b. She said, "Hard work is needed for success."

27. a. He will see President Carter on Friday.
    b. He will see president Carter on Friday.

28. a. We watched the canadians play hockey.
    b. We watched the Canadians play hockey.

29. a. We went on a picnic on Labor Day.
    b. We went on a picnic on labor day.

30. a. We went to church on Sunday.
    b. We went to church on sunday.

31. a. My father fought in World War II.
    b. My father fought in world war II.

32. a. Her favorite season is Spring.
    b. Her favorite season is spring.

33. a. The store is on Main street.
    b. The store is on Main Street.

34. a. The Boy Scouts had a meeting.
    b. The boy scouts had a meeting.

35. a. The assignment begins on Page 200.
    b. The assignment begins on page 200.

Spelling

Directions: Decide which one of the two words is spelled correctly. Write the letter of your answer on the answer sheet.

36. a. receive
    b. recieve

37. a. seperate
    b. separate

38. a. discribe
    b. describe

39. a. dinning
    b. dining

40. a. doesn't
    b. does'nt

41. a. February
    b. Febuary

42. a. comming
    b. coming

43. a. stoped
    b. stopped

44. a. disapear
    b. disappear

45. a. embarrass
    b. embarass

WORD DIVISION

Directions: Decide which one of the two words is divided correctly. Write the letter of your answer on the answer sheet.

46. a. fin-an-cial
    b. fi-nan-cial

47. a. stress-ing
    b. stres-sing

48. a. sum-mer
    b. summ-er

49. a. run-ning
    b. runn-ing

50. a. jump-ing
    b. jum-ping

PROBLEMS

Directions: Follow the instructions for each problem. Write the letter of your answer on the answer sheet. DO NOT WRITE ON THIS TEST.

51. The center of your paper is at 50 on your typewriter. To find the left margin, you subtract 1/2 of your typing line from the center point of your paper. Where do you set your left margin for a 60-space typing line?

    a. 10 b. 20 c. 25 d. 30

52. There are 66 vertical typing lines on a full sheet of typing paper. To find the top margin, subtract the total number of typing lines needed for the problem from 66. Next, divide that number by 2. Finally, add 1, and that answer will be the number of lines needed for your top margin. If you need 30 lines for your typing problem, how many lines will you have in your top margin?

    a. 14 b. 16 c. 18 d. 19

PROOFREADING

Directions: Read sentence. Decide if it is right or wrong. If the sentence is completely right, mark TRUE on the answer sheet. If the sentence has any mistakes in it, mark FALSE on the answer sheet.

53. My carr needs new tires.

54. The cost of living is rising.

55. You can paint teh house next week.

56. How do you know what todo with the mixer?

57. John wants to save his money for a motorcycle.

58. Mary is a net dresser.

59. Business letters should be neatly typed.

60. Next month I shall be gin my new job.

NAME: _____ TEST___

LANGUAGE SKILL TEST
ANSWER SHEET

GRAMMAR

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PUNCTUATION

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

CAPITALIZATION

26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
32. _____
33. _____
34. _____
35. _____

SPELLING

36. _____
37. _____
38. _____
39. _____
40. _____
41. _____
42. _____
43. _____
44. _____
45. _____

WORD DIVISION

46. _____
47. _____
48. _____
49. _____
50. _____

PROBLEMS

51. _____
52. _____

PROOFREADING

53. _____
54. _____
55. _____
56. _____
57. _____
58. _____
59. _____
60. _____

Grammar	/10
Punctuation	/15
Capitalization	/10
Spelling	/10
Word Division	/5
Problems	/2
Proofreading	/8

EXAMPLE DOCUMENT #7

BEHAVIOR OBSERVATION RECORD*

Recorder_____ Student _____

Date _____ Circumstance (activity observed)

Length of time observed _____

CATEGORIES	TARGET STUDENT	TOTAL
Noise		
Out of place		
Off task		
Physical contact		
Other		

PEERS

Noise	
Out of place	
Off task	
Physical contact	
Other	

A form for recording observations of behavior in classroom. Each square represents one minute of observation.

*Taken from Deno, Stanley L. and Mirkin, Phyllis K., Data Based Program Modification: A Manual. Council for Exceptional Children, Reston, Va., 1977, pp. 101-103.

Definitions of Categories
Used in the Behavior Observation Record

1. Noise: Any sounds created by the learner which distract either another student or the teacher from the business at hand. The noise may be generated vocally (including "talk outs" or unintelligible sounds) or nonvocally ("tapping a pencil" or "snapping fingers").

2. Out of place: Any movement beyond the either explicitly or implicitly defined boundaries in which the student is allowed movement. If the student is seated at her or his desk, then movement of any sort out of the seat is "out of place."

3. Physical contact or destruction: Any contact with another person or another person's property which is unacceptable to that person. Kicking, hitting, pushing, tearing, breaking, taking, are categorized as physical contact or destruction.

4. Off task: Any movement off of a prescribed activity *which does not fall into one of the three previously defined categories.* "Looking around," "staring into space," "doodling," or any observable movement off of the task at hand is included.

5. Other: Although the behaviors defined above serve as a reasonable basis for most observations, individual cases may arise in which other behaviors should be recorded. Students may be identified who do not communicate or who do not interact. In such instances, either "self-initiated utterances" or "self-initiated contacts" may be added, defined, and recorded. Generally, however, the first four categories will encompass many of the discrete categories which might be considered, and the "other" category should only be used if absolutely necessary to clarify the "problem" identified by the teacher.

EXAMPLE DOCUMENT #8

Team Member Assessment Report

Student:_____ Area(s) Assessed:_____

Date:_____

Summary of Findings:

Recommendations for Action:

EXAMPLE DOCUMENT #9

Learner Profile*

Learner: Lloyd
School: Johnstown H.S.
Date: 9-15-78

Assessment/Appraisal Team: .
Ms. Forbes, Welding
Mrs. Jenkins Spec. Ed.

Special Need Indicators	Learning Difficulty — Learning Strength	Documentation/Observed Behavior
QUANTITATIVE/NUMERICAL SKILLS		
Count and Record		Math teacher reports below average performance in basic math (+, −, ×, ÷)
Add/subtract		
Multiply/divide		
Measure		Has little difficulty reading a rule in welding class
General number use		
Money		No observations made in these areas
Other quantitative/numerical skills		
VERBAL SKILLS		
Read		Has difficulty reading simplified project worksheets
Spell		
Record information		
Verbal communication		Stutters occasionally
Written communication		Has difficulty writing a project procedure
Other verbal skills: Reading Rate		Takes considerable additional time to read worksheet
COGNITIVE SKILLS		
Retention		
Sequence		
Attentiveness		Completes only very short tasks
Planning ability		
Mechanical aptitude		Excellent "sense" for using hand tools in welding
Transfer		
Other cognitive skills:		

*Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner. Boston, Mass.: Allyn and Bacon, Inc., pp. 116-118. Reprinted with permission from authors and publisher.

Special Need Indicators	Learning Difficulty / Learning Strength	Documentation/Observed Behavior
PERCEPTUAL SKILLS		
Auditory discrimination		Often requests that directions be repeated
Form perception		
Form discrimination		
Space perception		
Color perception		Recognizes safety colors in the lab (shop) with no problem
Touch discrimination		
Other perceptual skills:		
LANGUAGE SKILLS		
Listening		
Nonverbal expression		
Technical vocabulary		
Grammatical expression		
Other language skills:		
PSYCHOMOTOR/PHYSICAL SKILLS		
Physical strength		Has difficulty holding on to small objects when involved in activities
Hand-eye coordination		
Manual dexterity		
Mobility		
Other physical skills:		
SOCIAL SKILLS		
Sociability		Popular with classmates
Cooperativeness		
Conformity		
Loyalty		
Safety		
Responsibility		
Sensitivity		
Other social skills: Hyperactive		Several teachers find it difficult to keep him on task

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Special Need Indicators	Learning Difficulty			Learning Strength		Documentation/Observed Behavior
OCCUPATIONAL INTERESTS						
Agriculture/Natural Resources						always interested in working on his minibike welding and machine tool classes requested
Automotive and Power Services						
Construction/Manufacturing						
Graphics/Communications						
Food/Clothing/Child Care						
Health						
Office/Business						
Other or specific occupational interests: Welding						Has requested a work observation experience at a welding shop for next semester

EXAMPLE DOCUMENT #10

Directions for Completing the Learner Profile*

This profile is to be completed by the learner's assessment team following the collection of present level of performance information.

1. Special Need Indicators: Eight broad categories of special need are identified in the Learner Profile. These categories represent the major basic skill areas in which the observable effects of handicaps or disadvantages tend to occur. The general categories of special need indicators include:

   - Quantitative/Numerical Skills
   - Verbal Skills
   - Cognitive Skills
   - Perceptual Skills
   - Language Skills
   - Psychomotor/Physical Skills
   - Social Skills
   - Occupational Interests

   A general definition for each of these categories is provided on the following page. Within each of the major special need categories several specific basic skills are listed. There is also room provided for including additional basic skills that are not listed on the Learner Profile form.

2. Profile Ratings: For each of the special need indicators, the assessment/appraisal team is asked to make a determination as to whether or not this indicator identifies a strong or weak area in the student's school performance. Through discussion of documenting evidence and the noting of specific learner behaviors which the team has observed, a consensus rating for each special needs indicator is derived. This rating is made on a five-step rating scale which ranges from "learning difficulty" to "learning strength." Students who do not exhibit particular disabilities or strengths with regard to the "indicator" should be rated in the middle. When the rating is completed, the marks (checks or dots) can be connected to provide a profile of the student's learning style.

*Adapted from Phelps, L. A. and Lutz, R. J., Career Exploration and Preparation for the Special Needs Learner. Boston, Mass.: Allyn and Bacon, Inc., pp. 119-120. Reprinted with permission from authors and publisher.

SPECIAL NEED INDICATOR CATEGORIES

Special Need Indicator Categories	Definition
Quantitative/Numerical Skills	Involves the ability to count, record, perform basic arithmetic processes, measure and otherwise use or manipulate numerical information.
Verbal Skills	Involves the ability to communicate in written and spoken forms.
Cognitive Skills	Involves the ability to follow instructions, remember, sequence information, plan, organize, and make decisions.
Perceptual Skills	Involves the ability to accurately perceive colors, forms, space, sounds, and odors.
Language Skills	Involves the ability to listen, understand, and express oneself using written and oral forms of language.
Psychomotor/Physical Skills	Involves the ability to coordinate and perform physical movements.
Social Skills	Involves the ability to interact with others and act independently in an acceptable manner.
Occupational Interests	Identifies the learner's major cluster of occupational interest or preference.